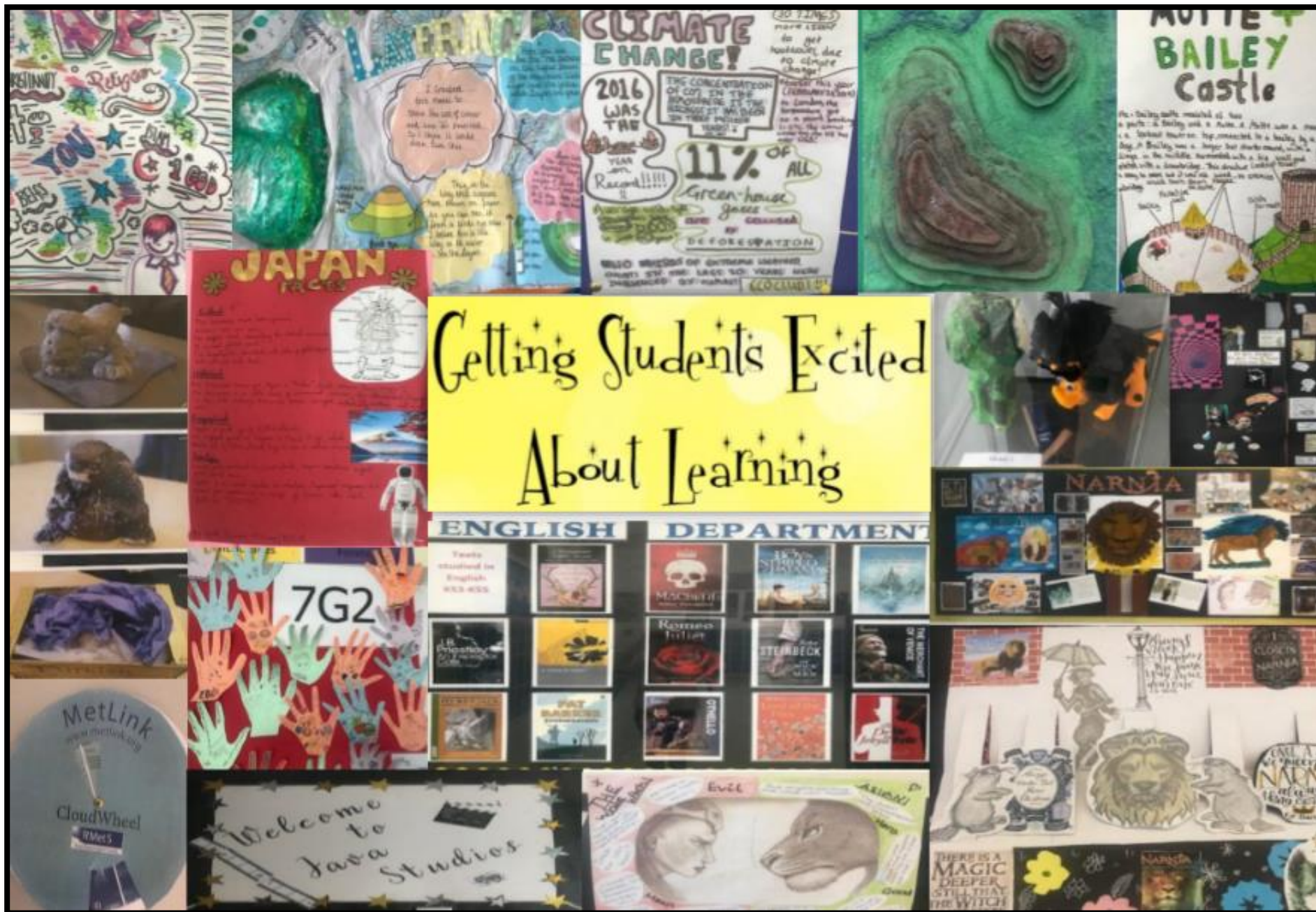


- Is as rich, inspiring and broad as possible to allow students to widen their horizons in each subject.
- Provides the depth that enables students to master the key knowledge and skills essential for each subject.
- Is well designed, inclusive and carefully sequenced to provide all students with a rigorous foundation for future progression.
- Engenders high expectations and challenge in order to build students' perseverance and self-belief.
- Provides students with opportunities to take their curriculum beyond the classroom to develop their love of learning, independence and creative thinking.
- Enables students to maximise their potential, achieving the highest levels of academic success leading to the widest range of pathways.
- Raises students' aspirations and equips them with the knowledge and skills to flourish in their future careers.
- Fosters the development of students' character, personal development, health and wellbeing preparing them to make a valuable contribution to society.

A snap shot of the year 7 Curriculum Plan is provided here.

In the meantime, here is a snap shot of the work completed by our current year 7 students



Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Art</b>	The Formal Elements of Art Exploring Colour, Light, Texture, Line, Shape, Space, Form. 'Formal Elements' book-cover to begin.	The Formal Elements of Art Exploring Colour, Light, Texture, Line, Shape, Space, Form. 'Formal Elements' book-cover to begin.	Creature Features Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D Researching artists for example: Ernst Haekel	Creature Features Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D Researching artists for example: Ernst Haekel	Portraiture Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing. Researching artists for example: Modigliani and Picasso	Portraiture Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing. Researching artists for example: Modigliani and Picasso
<b>Design Technology</b> Carousel between DT, Food, and Textiles on a nine week rotation.	Rotation 1		Rotation 2		Rotation 3	Rotation 4
	Trinket box  Create a trinket box out of pine and MDF wood. You will learn about and produce traditional wood joints.  <b>Practical assessment</b> <b>Theory – End of project test.</b>		Wind Twister and Elephant Coat Hook  Cut, drill, file and bend a wind twister and coat hook made from Acrylic plastic. <b>Practical assessment</b> <b>Theory – End of project</b>		Emoji Project  Design and hand sew an emoji keyring from felt.  <b>Practical assessment</b> <b>Theory – Produce a creative set of design ideas.</b>	Food  Develop foundational skills in hygiene and safety, use and care of kitchen tools and equipment, general food preparation skills.  <b>Practical Assessment</b> <b>Chocolate Chip practical</b>  <b>Theory -</b> <b>End of module test.</b>
<b>Drama</b>	<u><b>An Introduction to Drama Skills</b></u>  The focus of the first assessment is team work and building confidence. All lessons include	<u><b>Pantomime</b></u>  This term focuses on developing character using pantomimes as our platform. Students will explore stock characters,	<u><b>Physical Theatre</b></u>  This term explores working as a whole class to produce a performance.	<u><b>Space, Place &amp; Time</b></u>  Communication of context is vital to any performer's success. Using history, geography and sociology to build	<u><b>An Introduction to Scripted Plays</b></u>  Using a professional play script, students will explore how to approach performing a scene from a text.	<u><b>An Introduction to Devising</b></u>  Students will learn how to create a performance from scratch. Learning about structure,

	<p>development of vocal and physical skills, with a focus on communicating to an audience.</p> <p><b>Assessment:</b> Group performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>villains and heroes and techniques for learning lines.</p> <p><b>Assessment:</b> Monologues, duologues or groups performances.</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>Students will learn how to use physical skills with control, whilst learning the basics of stage combat, timing, co-ordination and trust.</p> <p><b>Assessment:</b> Whole class performance.</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>ideas for setting and character. Students will be given a script and then create their own script to perform as well.</p> <p><b>Assessment:</b> 2 x Solo Performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>They will explore extracts from a play and discover a range of characters. They will consider the context of a scene and the impact of this in performance.</p> <p><b>Assessment:</b> Duologue Performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>conventions, devices and techniques. They will create a 5 minute performance using a poem as a stimulus.</p> <p><b>Assessment:</b> Small Group Performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom &amp; Research</p>
<b>English</b>	<p>Novel Study</p> <p>Students will read and study the novel: 'The Lion, The Witch and the Wardrobe' by C.S Lewis</p> <p><b>Assessment:</b> Students will produce a piece of creative writing inspired by the story. They will be</p>	<p>Novel Study</p> <p>Students will read and study the novel: 'The Lion, The Witch and the Wardrobe' by C.S Lewis.</p> <p><b>Assessment:</b> Students will write an analytical essay on the novel. They will be</p>	<p>Non- Fiction Writing</p> <p>Students will learn about different non-fiction writing styles.</p> <p><b>Assessment:</b> Students will produce a piece of non-fiction writing. They will be assessed on their</p>	<p>Poetry Study</p> <p>Students will study a cluster of poems inspired by the theme 'place'.</p> <p><b>Assessment:</b> Students will write and deliver a monologue as a World War One soldier. They will be assessed on</p>	<p>Mystery</p> <p>Students will learn about the mystery genre. They will read and study a mystery story.</p> <p><b>Assessment:</b> Students will produce a mystery story inspired by a stimulus. They will be assessed on</p>	<p>Shakespeare</p> <p>Students will read and study Shakespeare's play: 'A Midsummer Night's Dream'.</p> <p><b>Assessment:</b> Students will be presented with an extract from a part of the play they have</p>

	assessed on their writing skills. .	assessed on their reading skills.	writing skills.	their spoken language and presentation skills. Students will write an analytical essay on one of the poems they have studied. They will be assessed on their reading skills.	their writing skills.	studied and they will be asked to write analytically about it. They will be assessed on their reading skills.
<b>French</b>	M1 La rentrée (Back to school)  Talking about ourselves, family, likes and dislikes	M1 La rentrée (Back to school)  Talking about ourselves, our family, likes and dislikes  <b>Assessment</b> End of module assessment L R W	M2 – En classe (In class)  School, subjects and what we wear to school <b>Assessment</b> End of module assessment L R W	M3 – Mon temps libre (My free time)  Sports, hobbies and activities	M3 – Mon temps libre (My free time)  Sports, hobbies and activities  <b>Assessment</b> End of module 3 assessment L R W	M4 – Ma vie de famille (Family life)  Describing our families and where we live
<b>German</b>	Module 1-stimmt 1 Intro – my world and me	Module 2-stimmt 1 Family and pets	Module 3-stimmt 1 Free time- sports	Module 4-stimmt 1 School subjects	Module 5-stimmt 1 Future plans/school	Module 5-stimmt 1 town and area, shopping/ future
<b>Geography</b>	What is Geography? Locating Places What makes up the UK? Map Skills	Weather and Climate Types of weather and climate Mini fieldwork Anticyclones and Depressions	UK Physical Geography (Rivers) Geology of the UK & The Rock Cycle The Water Cycle The Drainage Basin	UK Physical Geography (Coasts) The UK Coastline Erosion, Transportation & Deposition Coastal Flooding	UK Human Geography (Population and Settlements) Where do people live? Types of Settlements Land Use Models Migration Sustainable Cities	London Baby project

	<b>Assessment</b> Baseline Assessment	<b>Assessment</b> Weather and climate assessment	Erosion, Transpiration & Deposition River Flooding <b>Assessment</b> OS Map work	<b>Assessment</b> Boscastle Newspaper Article		<b>Assessment</b> Group Project Assessment
<b>History</b>	What is History?  <b>Assessment</b> Baseline assessment. What happened before 1066? Assessment on Sutton Hoo	What was the impact of the Battle of Hastings on the people of England? <b>Assessment</b> Historical interpretation	What was the impact of the Battle of Hastings on the people of England? <b>Assessment</b> Historical interpretations.	How did William keep control after the Battle of Hastings?  <b>Assessment</b> Evaluating effectiveness.	Rats or rebels? Which was the most significant?  <b>Assessment</b> The Black Death – extended writing.	How far had the power of the monarchy declined by 1688?  <b>Assessment</b> The effectiveness of Tudor monarchs.
<b>ICT</b>	Computer Fundamentals: <ul style="list-style-type: none"> <li>- Directories</li> <li>- Shortcuts</li> <li>- Using a browser</li> <li>- Saving Images</li> </ul>	What was the impact of the Battle of Hastings on the people of England? <b>Assessment</b> Historical interpretation	Basic Programming:  Using Python	Spreadsheets: <ul style="list-style-type: none"> <li>- Basic spreadsheet functions</li> </ul>	E-safety: <ul style="list-style-type: none"> <li>- Being aware of using</li> <li>- Social media</li> <li>- Cyber bullying</li> </ul>	Photoshop: <ul style="list-style-type: none"> <li>- Photoshop basics to create a comic book strip of Macbeth</li> </ul>
<b>Maths</b>	<u>Higher</u> <ul style="list-style-type: none"> <li>• Analysing and displaying data</li> <li>• Number skills</li> <li>• Equations, functions and formulae</li> </ul> <u>Foundation</u>	<u>Higher</u> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Angles and shapes</li> <li>• Decimals</li> </ul> <u>Foundation</u>	<u>Higher</u> <ul style="list-style-type: none"> <li>• Equations</li> <li>• Multiplicative reasoning</li> </ul> <u>Foundation</u>	<u>Higher</u> <ul style="list-style-type: none"> <li>• Perimeter, area and volume</li> <li>• Sequences and graphs</li> </ul> <u>Foundation</u>	<u>Higher</u> <ul style="list-style-type: none"> <li>• Constructions and loci</li> <li>• Probability</li> </ul> <u>Foundation</u>	<u>Higher</u> <ul style="list-style-type: none"> <li>• Factors and powers</li> <li>• Working with powers</li> <li>• 2D shapes and 3D solids</li> </ul> <u>Foundation</u>



[illegible]

	Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness.	Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness.	gymnastics, fitness or orienteering.  Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness.	Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness.	within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness.	within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness.
<b>RE</b>	What is Islam and the life of Muhammad (PBUH)	What is Islam and the life of Muhammad (PBUH)	What are the Ultimate Questions Intro to Philosophical Thinking	What are the Ultimate Questions Intro to Philosophical Thinking	What are the Ultimate Questions Intro to Philosophical Thinking	Sikhism and the teaching of the Gurus
	Students will do a short Health Education Unit	Religious festival of Christmas		Religious festival of Easter and Introduction to Christianity	Introduction to Sikhism	
<b>Science</b>	Enquiry Processes – Science skills Unit 1: Forces Unit 2: Electromagnets  <b>Assessment:</b> Baseline assessment (50 min)  End of half term test 35 min	Unit 3: Energy  Unit 4: Waves  <b>Assessment:</b> Revision & End of term test (Any topics since Sept) 50 min	Unit 5: Matter  <b>Assessment</b>  End of half term test 35 mins	Unit 6: Reactions  <b>Assessment:</b> Revision & End of term test (Any topics since Sept) 50 mins	Unit 7: Earth  Unit 8: Organisms  <b>Assessment</b> End of half term 35 minutes	Unit 9: Ecosystems Unit 10: Genes  <b>Assessment</b> End of year exam. (covers all topics from September)  2 x 45 minute papers



<b>Spanish</b>	VivaL1 Module 1 – <i>Mi vida</i>	VivaL1 Module 1 – <i>Mi vida</i>	VivaL1 Module 2 – <i>Mi tiempo Libre</i>	VivaL1 Module 3 – <i>Mi instalaciones</i>	VivaL1 Module 3 – <i>Mi instalaciones</i>	VivaL1 Module 4 – <i>Mi familia y mis amigos</i>
	(Introducing yourself, personality, the verb 'tener', birthdays, siblings, pets.)	(Introducing yourself, personality, the verb 'tener', birthdays, siblings, pets.)	(saying what you like to do, me gusta + infinitive, present tense –ar verbs, weather, verbs 'jugar' and 'hacer', different hobbies.)	(what do you study, using –ar verbs with 'estudiar', giving opinions, describing school, break time, using –er/-ir verbs)	(what do you study, using –ar verbs with 'estudiar', giving opinions, describing school, break time, using –er/-ir verbs)	(describing family, possessive adjectives, describing eye and hair colour, what other people look like, describing where you live , dictionary skills)
	<b>Assessment:</b> <b>Baseline Test</b>	<b>Assessment:</b> End of mod assessment	<b>Assessment:</b> End of mod assessment		<b>Assessment:</b> End of module assessment	